

2023-2025 School Improvement Plan Executive Summary



Introduction and School Overview:

C.G. Credle Elementary School has a population of 328 students demographically composed of 63% African-Americans, 15% Whites, 15% Hispanic, 7% Two or more races. The immediate challenges faced by Credle are personalizing learning for every student to increase the level of readiness of students transitioning from one grade-level to the next in the areas of literacy skills development and math essential skills. In addition, there is a challenge with fostering and strengthening school-home partnerships to improve student achievement. Credle “Exceeded Growth” for the 2022-2023 school year. Credle's performance grade is 48, an increase of 7 points higher than the 21-22 school term.

Goal or Performance Measure #1:

By June 2025, increase the overall proficiency of students on all state tested subjects to 48% and exceed growth as measured by EOG and EVAAS. (A4.01, C2.01)

Success Indicators:

- Percentage of 3rd grade students that are Grade Level Proficient in reading will increase from 27% to 50%.
- Percentage of 4th grade students that are Grade Level Proficient in reading will increase from 35% to 50%.
- Percentage of 5th grade students that are Grade Level Proficient in reading will increase from 28% to 50%.
- Percentage of 3rd grade students that are Grade Level Proficient in math will increase from 48% to 50%.
- Percentage of 4th grade students that are Grade Level Proficient in math will increase from 28% to 50%.
- Percentage of 5th grade students that are Grade Level Proficient in reading will increase from 44% to 50%.
- Percentage of 5th grade students that are Grade Level Proficient in science will increase from 50% to 70%.

Action Steps:

- Provide After-School tutoring to targeted students in reading and math.
- Implement, record and document weekly intervention data in ECATS weekly.
- Provide small group/individualized interventions to struggling students during

designated intervention periods.

- Analyze core instruction looking at environment, curriculum, instruction, and Data/evaluation using the defining and refining core supports template.
- Complete and discuss data protocol analysis after BOY and MOY assessments in grades K-5 to determine key action steps to address students' learning needs.
- Continue the Peer Assistant Cub (PAC) where our older students partner with younger students for tutoring.
- Initiate Credle Partnership for Achieving Learning and Succeeding (PALS). K-2 classes will partner with 3-5 classes for learning and community.
- Select staff will attend professional development related to supporting students with special needs.
- All teachers will enter student academic data on a team drive. Information will be used for forming quarterly intervention plans and student grouping. Data will also be used for MTSS, through tiered instruction.
- Use information gained from school performance data, formal classroom observations, and walk-throughs to design professional development for teachers.
- Teachers will update the digital data wall when new data is available.
- Analyzing data of our subgroup student data.

Goal or Performance Measure #2:

By June 2025, decrease the number of major office referrals by 50% according to Educator's Handbook. (A4.01, E1.06)

Success Indicators:

- Reduction in office referrals according to the Educator's Handbook.
- Increase in the percentage of students participating in PBIS.

Action Steps:

- Teachers send home weekly communication folders.
- Establish a school-wide communication tool such as Class Tag to increase two-way communication.
- Model and teach expectations to every student according to the PBIS matrix and reinforce it with a class positive behavior chart.
- Recognize individual students for demonstrating positive behavior with Credle Cub' Cash.

Goal or Performance Measure #3:

By the end of June 2025, 60% of our families will actively engage in supporting their student's academic and social and emotional needs. (E1.06)

Success Indicators:

- Parent attendance at school events.
- Attendance performance of students with chronic absenteeism and tardiness.

Action Steps:

- Peer Attendance Weekly (PAW) Award given by grade level to the class with the best attendance weekly.
- Schedule virtual and in-person PTO meetings at a time most convenient for parents/guardians to increase participation from every grade span.
- Parent communication with teachers through online platforms such as: Class Dojo and ClassTag.